



## Electronic Data Reporting Template

### Guidance Activities Results Report (Large Group)

**School:** Bryant Middle School – Salt Lake City, Shirley Cooper - Counselor

**Target Group:** 8<sup>th</sup> grade Group SEOP

**Target Group selection is based upon:** Transition plans support students as they move to High School

**Keyword:** SEOPs

**ABSTRACT** – The purpose of the project was to assess 8<sup>th</sup> grade students on the effectiveness of the group SEOP. The intention was to get feedback from students on the content of the SEOP. The students were given a survey which included open ended questions and an overall rating of the SEOP meeting. Results indicate that students preferred information related to high school over information presented from the Utah Mentor Program. 92% of student's responses indicated that the SEOP was helpful.

### Introduction

- Domain II – Individual planning – Assists students in their abilities, interests, goals through the SEOP. Encourages students, parents and others to participate in the SEOP Process.

### Participants

- 8<sup>th</sup> Grade Group SEOP
- Survey given to approximately 80 students

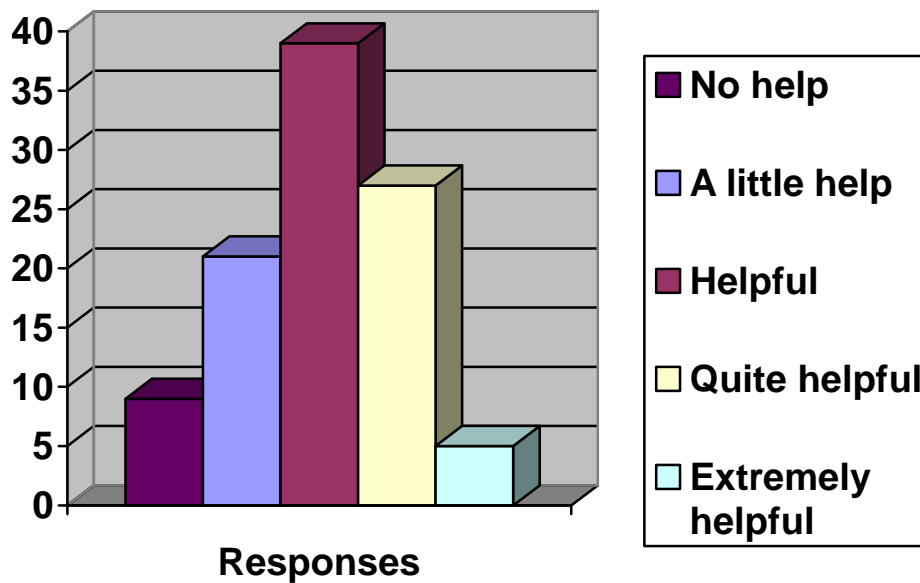
### Method

- March 5 and 6 – all 8<sup>th</sup> grade students participated in the SEOP through their U.S. History classes. The SEOP took place in the library. (Approximately 30 minutes)
- Students were divided into two groups and switched groups half way through the period.
- The two groups consisted of orientation to the Utah Mentor Program at computers and the other group involved students filling out a SEOP document and having a high school counselor talk about graduation requirements, transition to high school and CTE courses.
- Make-up dates were provided for students who were absent.
- Counselors involved: three counselors, two counselor interns, three high school counselors and one representative from the state Utah Mentor Program.
- The day after the SEOP, three classes were surveyed on the effectiveness of the SEOP.
- The SEOP survey included four open ended questions regarding the learning that took place (What was most/least important to you) during the SEOP meeting. Students were also asked to rate the helpfulness of the meeting on a scale of 1-5.

### RESULTS

- Seventy-six survey forms were returned.
- On rating the SEOP meeting the results indicated:
  - (7) 9% - No help at all
  - (16) 21% - A little help
  - (30) 39% - Helpful
  - (27) 27% - Quite helpful
  - (4) 5% - Extremely helpful

## 8th Grade SEOP Survey Results 2007-2008



### DISCUSSION

The results indicate that a majority of the students benefited from the SEOP (92%). From the question "What was most important to you?", many of the students indicated that the high school information was more important than information received from the Utah Mentor Program. Some comments the students wrote relating to what was most important were: "Learning about West High and the IB Program"; "What classes to take in H.S."; "Hearing about H.S."; "I learned advice on how to succeed in H.S." and "About how serious H.S. is."

Regarding the question "What was least important to you?" many of the comments related to the Utah Mentor Program being of lesser importance than the H.S. information. My opinion is that students could not get a meaningful experience from this group lesson on Utah Mentor because of lack of time.

In conclusion, I feel that 8<sup>th</sup> grade students really want more information about High School expectations, lesson offerings and how to be successful. Most classes were not able to complete the lesson for Utah Mentor because of lack of time. Fifteen to twenty minutes is not enough time to log on to Utah Mentor and have a meaningful session. This feedback from students is allowing me to re-think the content of 8<sup>th</sup> grade group SEOPs and if we include information on Utah Mentor, to allow a whole class period to complete the lesson.



## Electronic Data Reporting Template

### Closing the Gap Results Report (Small Group)

**School:** Bryant Middle School – Lamar Spotted Elk

**Target Group:** American Indian students

**Target Group selection is based upon:** High truancy incidence; school CALM goals (Character Development, Advocacy, Literacy and Math)

**Key Word:** American Indian students

### ABSTRACT

This Closing the Gap activity focused on our American Indian population and fostering a positive and supportive learning environment for them at school by means of group meetings, individual counseling, and responsive supports. Cultural connection, support, and acknowledgement were also an important feature of this activity. Results were measured by attendance and grade tracking.

### PROJECT DESCRIPTION

#### Introduction

- ASCA Standard AL:A students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.
- ASCA Standard PS:A Students will develop skills to understand and appreciate themselves and others.
- Provide a positive and supportive learning environment.

#### Participants

- 25 students
- American Indian student population

#### Method

- Small group counseling with students
- Individual Counseling
- Tutoring
- Two-Week make-up support
- Attendance Interventions
- Study Hall
- Class changes

### RESULTS

Students' grades and attendance were tracked from the first quarter mid-term throughout the school year and included support through two week make-up periods following the end of the terms. American Indian students at Bryant Middle School had a combined cumulative GPA of 2.5 through 3 grading terms. American Indian students also had a combined 90% attendance rate for the 2007-08 school year.

### DISCUSSION

It is difficult to quantify how much positive impact was made as a result of this closing the gap activity. Student/counselor relationships seem to be the greatest achievement of this activity as many of the students became very comfortable seeking out counselor support and/or interaction. Students looked forward to group meetings and activities and responded well to academic support. American Indian truancy referrals were significantly lower this school year than the previous school year, with only one court referral made for this population.



## **Electronic Data Reporting Template**

**Guidance Activities Results Report (Large Group)**

**School: Clayton Middle School**

**Target Group: 7<sup>th</sup> graders**

**Target Group selection is based upon: Identifying students who need basic keyboarding skills.**

**Key Word: Keyboarding skills**

### **ABSTRACT**

At Clayton Middle school we test every 7<sup>th</sup> graders' keyboarding skills. Those students who do not type 25 words per minute are placed in an 8<sup>th</sup> grade Keyboarding class. The goal is to increase the percentage of students passing the required high school Computer Tech course. The failure rates in this high school course have been much higher than expected so middle school counselors felt that there was something they should be doing to prevent this problem from continuing.

### **PROJECT DESCRIPTION**

#### **Introduction**

- This project is a long term project. It starts in 7<sup>th</sup> grade and can continue until 10 grade.

#### **Participants**

- All of Clayton's 7<sup>th</sup> graders

#### **Method**

- We use the Microtype 3 test. Any student not typing 25 words per minute with three or fewer mistakes will be placed in Clayton's keyboarding class. In the class, students will be taught the proper hand placement and finger movements. At the end of the class the students will be given a follow up test. If students are still not typing at a rate of 25 wpm their name is passed on to both of the feeder high schools that our students attend. We then recommend that the high school place these students in another keyboarding class prior to enrolling in the Computer Tech class. The cut-off of 25 wpm rate was selected because that is the requirement for entry into the Computer Tech class.

### **RESULTS**

This year Clayton will forward the names of 28 students to East and Highland. This is a decrease from 48 names last year.

### **DISCUSSION**

I am going to ask the high schools to chart the progress of the incoming 9<sup>th</sup> graders and measure their passing rate for the Computer Tech class.



## **Electronic Data Reporting Template**

### **Closing the Gap Results Report (Small Group)**

**School:** Clayton Middle School, Salt Lake City School District

**Target Group:** 7<sup>th</sup> & 8<sup>th</sup> graders

**Target Group selection is based upon:** Students with multiple failing grades

**Key Word:** Study Skills

### **ABSTRACT**

Study Skills Group

A group of students either recommended or selected for intervention in Study Skills.

### **PROJECT DESCRIPTION**

The D and F list at Clayton Middle School is monitored quarterly. Some of the students on these lists appear multiple times. Students who appear continuously on the list need an intervention to help them achieve more success.

### **Introduction**

- The desired result of the group was to enhance students' ability to study more effectively.

### **Participants**

- 7<sup>th</sup> and 8<sup>th</sup> Grade students mixed. Group consisted of 9 students.
- Target group was students who had multiple failing grades during more than one report card.

### **Method**

- Met once a week for 9 weeks for at least one class period.
- Utilized one counselor for this block of time to instruct the group.
- Students who had chronic difficulties with passing grades.
- End of 1<sup>st</sup> Semester to the end of the 3<sup>rd</sup> Quarter, 2007-2008 School Year
- Results were measured by comparison of grades at end of 1<sup>st</sup> Semester with the end of the 3<sup>rd</sup> Quarter Grades.
- Materials were an eclectic mix concerning time management, goal setting, grades, note-taking and listening skills.

### **RESULTS**

Comparing results with the two quarters was not very impressive. Raising of grades was for the most part elusive. However, I believe the exposure to these topics will at least increase these students' awareness of what they need to do to improve their grades.

### **DISCUSSION**

One of the most difficult things I believe is to be able to motivate students. If they know good study habits then so much the better, but study skills do not necessarily translate into a student being motivated enough to complete and turn in their work, or listen in class.



## **Electronic Data Reporting Template**

### **Guidance Activities Results Report (Large Group)**

**School:** Glendale

**Target Group:** 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Grade

**Target Group selection is based upon:** Students experiencing grief and/or loss

**Key Word:** Everyday Grief

**ABSTRACT** The counselors at Glendale Middle School believed there was an overwhelming need for better skills at counseling students who carry loads of grief in their everyday lives. Our students come from a diverse background, many are victims of domestic violence, have witnessed murders, live in homes with drug abuse issues, issues of mental illness, homelessness, and the effects of poverty. Many have had someone close to them die in the past year. As counselors we attended a workshop entitled “Everyday Grief” presented by Karen Johnson in February, 2008. In March of 2008, our school lost a student due to suicide. We counseled students, parents and teachers in a crisis mode for several weeks following the students for several weeks following the student’s death, and then throughout the rest of the year as the year progressed. Grief has its own timeline, and we were grateful that we had attended the workshop.

**PROJECT DESCRIPTION** Attendance at the workshop “Everyday Grief” held in February 2008. Presenter was Karen Johnson. As a counseling center, we felt we needed to be better equipped to help our students and community better handle everyday grief and issues related to grief, death and loss.

### **Introduction**

- Grief and loss are a huge part of what our student population deals with on an ongoing and daily basis. As a counseling group, we wanted to be better prepared to help our students deal with the day to day issues, and larger issues of grief as they occur. It was a very valuable workshop and timely, as well. We had a significant amount of sadness and trials this year at Glendale, seemingly more than in previous years.

### **Participants**

- Jennifer Hanseen, Shannon Wilson, Kathy Banks
- 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders, teachers, Glendale community. We counseled in whole classrooms, small groups, one on one interactions throughout the year. It has been on going.

### **Method**

- When a need was perceived for grief counseling, we met with students, parents, teachers, or whomever was in need of services
- After the student suicide, we had help from the District and met with groups of students throughout the week, and then individually with students as the need dictated
- We used many of the skills acquired at the “Everyday Grief” workshop in helping the grieving students and faculty
- We purchased several books that have aided in our grief counseling

**RESULTS** We were grateful at the beginning of the school year to recognize the need for further training in grief counseling. The school year started off with a murder of one of our student's sister, so our consciousness of death and loss was heightened. As the year progressed, we encountered more and more students who had experienced loss and needed to grieve. The tragic suicide of one of our students put forth our greatest challenge in meeting the needs of our faculty, students and community. We were grateful to have had help from the District office and were able to utilize many of the skills we were taught at the "Everyday Grief" seminar.

**DISCUSSION** Counseling people in grief is part of our duties as counselors in the school. It is something that we needed to be prepared for as we face the complexities of everyday life. We became more aware of the grieving process and the emotional upheaval that occurs in so many of our students as they face their challenges. As a counseling center we have become more focused on what we can do to reach out to those in need. Everyday grief is real. Loss of any kind can affect the life of a student or faculty member in various ways. We were enlightened by the workshop and believe our ability to help the students, faculty and community has been increased.



## Electronic Data Reporting Template

### Closing the Gap Results Report (Small Group)

**School:** Glendale

**Target Group:** 7<sup>th</sup> and 8<sup>th</sup> Grade AVID students

**Target Group selection is based upon:** Student Desire and Fit into the AVID Program

**Key Word:** AVID at Semester

**ABSTRACT:** Glendale's overall goal is to raise the academic awareness of all our students. We especially want our students to know they have an option of going to college. In the past, we find many of our students do not see college in their future. It is something that is for "someone else".

We selected our AVID (Achievement Via Individual Determination) class to see if could raise the GPA of some of our students after the first semester. We already had in place 3 sections of AVID, but there was an interest in many more students to participate in the AVID program after the first semester. We interviewed 30 students and chose 23 who fit the guidelines for placement into the AVID Program. Students should have between a 2.0 and 3.5 GPA to be considered. They are also interviewed and have to fill out an application answering questions about their school experience, study habits, goals for the future and why they want to be in the AVID program.

The goal for this Small Group Closing the Gap was to provide additional students an opportunity to participate in the AVID program at semester.

## PROJECT DESCRIPTION

### Introduction

- Students who had expressed a desire to participate in the Avid Program were interviewed at semester. Once selected they were placed in a newly formed AVID section that consisted on both 7<sup>th</sup> and 8<sup>th</sup> graders.
- The AVID program is designed to help students be better prepared for options after high school and to educate the students about college. The intended student behavior is: to use organized binders and use of planner, good study and note taking skills, good time management and good inquiry skills.

### Participants

- 7<sup>th</sup> and 8<sup>th</sup> grade students who expressed an interest to participate in AVID who meet the selection requirements

### Method

- Students become members of the AVID program at semester to determine if their participation in the class helps their study skills and GPA
- Activities include tutorials, inquiry skills, study skills, organizational skills. daily planners, debating, research and computer skills
- Counselors and AVID teachers determine who will be placed in class
- Counselors will follow student's progress throughout the second semester and compare grades from first semester to second semester
- Counselors will receive feedback from all students teachers



## **RESULTS**

Of the 23 students who entered the AVID program at semester, 15 students raised their GPA's, 3 stayed the same and 5 went down. The students who went down in GPA did not go down significantly. (Less than .5) The teachers we spoke to who have these AVID students in their other classrooms indicated that the students were more focused on their class work and their note taking skills improved. Their planners were completed in a timely manner.

## **DISCUSSION**

The Counseling Staff at Glendale Middle School believes that this Small Group Action Plan was successful. We strongly believe that the AVID program is a valuable one for our students and would like to see as many participants as possible. It teaches the students valuable skills about organization, career exploration, and most importantly the idea that they are "college material" and that it is possible for them to attend college and succeed there.



## Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: Hillside Middle School

Target Group: 8<sup>th</sup> grade students

Target Group selection is based upon: Utah comprehensive counseling and guidance program student outcomes:

Standards and competencies

Key Word: Life/Career Development, Experience the world of work

### ABSTRACT

All of our 8<sup>th</sup> grade students were taught how to write a resume. They were guided to identify their skills and abilities and possible work experience. When the time comes for them to apply for a job or go to an interview they will have some experience in creating a resume.

### PROJECT DESCRIPTION

#### Introduction

- Every 8<sup>th</sup> grade student learned about the information to be included in a resume and the purpose of a resume. Students realized that they already have many marketable skills which could be utilized to enter the work force.
- The Utah CCGP Student Outcome taught was: "Experience the world of work LC:B3. 2 "Acquire job seeking skills such as writing a resume, completing a job application, and interviewing."

#### Participants

- Ten of our 8<sup>th</sup> grade Language Arts classes were included in the resume writing process

#### Method

- What: We used Utah Mentor/Choices' resume builder.
- When: During 8<sup>th</sup> grade Language Arts classes in April.
- Where: The computer lab
- Who: Counselors presented the resume building lesson.
- A sample of classes were given a pre/post test.

### RESULTS

From the three classes that were surveyed, 33.87% of students improved their knowledge about resumes by at least one point. 37.09% of students neither improved nor decreased in their results on the post test. 11.29% of students did not finish their pre/post test and 17.74% of students decreased their score from their pre test to their post test.

### DISCUSSION

Most of the students maintained or improved their knowledge about resumes. The rest may have decreased their scores due to distractions and may not have taken the activity seriously. We have some concerns regarding the accuracy of our evaluating tool. In the future it may need to be more precise and specific to material covered.



## **Electronic Data Reporting Template**

### **Closing the Gap Results Report (Small Group)**

**School: Hillside Middle school**

**Target Group: Students with peer issues**

**Target Group selection is based upon: Repeated referrals**

**Key Word: Peer issues**

### **ABSTRACT**

This group was started with the goal of reducing the number of behavioral referrals that middle school students have due to unresolved or escalating peer conflicts. The group had 8<sup>th</sup> graders who had had behavioral referrals. The method was based on meetings where students brainstormed problem solving strategies to daily issues with peers. Students participating in these meetings reduced the number of problems with peers reported to the office.

### **PROJECT DESCRIPTION**

#### **Introduction**

- Students were to develop the skills of problem solving, interpersonal skills and emotional self-care under the Utah CCGP Student outcome under Personal/ Social Development
- The students were identified as having difficulties resolving peer issues since they have all accumulated at least 4 behavioral referrals during their 7<sup>th</sup> grade year.

#### **Participants**

- A group of eleven 8th grade girls who had behavioral referrals due to peer problems.
- Occasionally, other students that had been involved in a particular problem would be invited, bringing the group to 12 or 14 students.

#### **Method**

- The structure was basically a weekly meeting for 20 to 30 minutes.
- During the meetings students had a discussion based on one of the problems that the students have encountered during the week
- The facilitator, an administrator, would ask: "What could you have done? Or, " What would be another solution?
- Several possibilities and their consequences were explored.
- There were 18 sessions.
- The evaluation consisted of comparing the number of behavioral referrals that students received during their 7<sup>th</sup> and 8<sup>th</sup> grade years up to the time they joined the group and the referrals post and during the group.

### **RESULTS**

The 11 students had a total of 58 referrals pre-group and only 10 referrals post-group. The attitude of students towards school might be the biggest change the students displayed.

### **DISCUSSION**

The decrease in the number of referrals was certainly a good indicator that students' skills had improved. The attitude change was the biggest reward for all included, knowing that it had a ripple effect on the rest of the student body. These girls had been a constant source of stress for the whole school.



## **Electronic Data Reporting Template**

### **Guidance Activities Results Report (Large Group)**

**School:** Northwest Middle School

**Target Group:** 8<sup>th</sup> Grade Students

**Target Group selection is based upon:** CCGP Statewide Survey

**Key Word:** Reality Town

### **ABSTRACT**

Reality Town gives students a glimpse into the future of adult responsibilities. This program provides students with hands-on simulation in which they make lifestyle and budget decisions, as they take on careers, salaries, families and the associated responsibilities of the adult world. All 8<sup>th</sup> grade students were given the opportunity to participate.

### **PROJECT DESCRIPTION**

#### **Introduction**

- ASCA Standard AL:B Students will understand the relationship of school experiences and academic achievement to the world of work, home, and community.
- The desired outcomes of the Reality Town Simulation is to promote financial literacy, career choice decision making, the importance of staying in school and planning for one's future.

#### **Participants**

- Approximately 410 8<sup>th</sup> grade students participated in the Reality Town activity.
- Targeted 8<sup>th</sup> grade students.

#### **Method**

- Students begin the simulation a week before the actual Reality Town Day in their classrooms by learning how to write checks, balance a checkbook, explore careers and fill out a job application.
- Students choose a career based upon their own personal interests and current GPA.
- Reality town lessons began on 01/07/08 and culminated with Reality Town on 01/10/08. Follow-up lessons in the classrooms were concluded in the week of 01/14/08.
- Lessons were presented in history and math classes, with follow-up lessons presented again in history classes.
- Evaluation methods were measured on student participation and Reality Town handbook completion.
- Participating counselors included: Cari Fifield, Melinda Waterbury, and Lamar Spotted Elk.
- Curriculum and materials used were from the R.E.A.L. Curriculum Company and included the following lesson plans: Career Exploration/Job Applications, Check Writing and Balancing, and Student Handbook debriefing.

## RESULTS

100% of our 8<sup>th</sup> grade students completed the career exploration and job application lesson through classroom participation or absentee follow-up. All 8<sup>th</sup> grade students were given the opportunity to participate in Reality Town with those absent on Reality Town day receiving the follow-up lesson and debriefing through their history class. Students were able to journal their Reality Town experiences and communicate an understanding and awareness of school commitment and its opportunities and potential payoff.

## DISCUSSION

By classifying the careers based on current GPA, students were able to see what their perspective career opportunities may include, given their current efforts and abilities in school. For example, a “C” student could not choose to be a doctor. During the Reality Town simulation, students quickly realized the responsibilities and financial burdens of adulthood and raising and maintaining a family. Many students, teachers, volunteers, and parents commented positively about this experiential activity.

In the future a more formal post-survey from teachers, students, and volunteers about their Reality Town experience would provide more detailed and concrete results data.



## Electronic Data Reporting Template

### Closing the Gap Results Report (Small Group)

**School:** Northwest Middle School

**Target Group:** 7<sup>th</sup> grade health classes

**Target Group selection is based upon:** Increased number of referrals to counseling center for “cutting behaviors”. Need for students to begin to identify stressors and ways to deal with them.

**Key Word:** Handling Stress

**ABSTRACT-** The purpose of this project was to focus on healthy and unhealthy ways of dealing with stress related to mental health issues. The target group was 7<sup>th</sup> grade health class students. A Pre/post test was administered from the curriculum “Am I Normal: Teens and Emotional Health.” by HRM Videos. The curriculum was based in part on a segment of that series. The expected results included an increased awareness of stress and its impact on students’ lives. We expected students would take away at least one coping skill. We believe the student’s did take away at least one new concept concerning the impact of stress in their lives. This is based on anecdotal comments from a sample of students who participated in the project.

### PROJECT DESCRIPTION-

#### Introduction

- Standard C of the Utah CCGP Student Outcomes- Learn and apply stress management skills
- Students will be able to identify at least one stress factor and a healthy way to cope with stress.

#### Participants-

- Approximately 157 students participated in small groups of approximately 22-24 students.
- Target group/ 7<sup>th</sup> grade health students (which included a small contingent group of about 14 students who were identified as “EMO” sub group).

#### Method

- Small groups (6) of 7<sup>th</sup> grade health students
- Taught by counselors
- One day in classes
- Pre/Post test taken from the Curriculum, “Am I Normal - Teens and Emotional Health”
- Counselors, Melinda Waterbury, Cari Fifield, Lamar Spotted Elk
- “Am I Normal-Teens and Emotional Health” by HRM Video- Additional curriculum developed by counselors.

### RESULTS

The results of the pre/post tests which were a sampling (60 students) of the students taught revealed 30 of those 60 students showed improvement in the number of items correct. Twenty six student’s scores stayed the same and 4 students scored less items correct. The anecdotal remarks by the students indicated an increased awareness by EVERY student.

The comments from the students surveyed included:

1. "Stress can be healthy or unhealthy" 20 responses
2. "If I feel stressed, talking to someone is a healthy way to cope" 10 responses
3. "Drugs and Alcohol is not a healthy way to deal with stress" 1 response
4. "I learned what causes stress" 9 responses
5. "I learned breathing can relax me and help me deal with stress" 10 responses
6. "I learned positive ways to deal with stress" 19 comments
7. "I learned stress is related to heart disease" 1 response

## DISCUSSION

The data seems to tell us that each student obtained at least one new piece of information which can help them identify stressors in their lives. We were concerned about the pre/post test administered. The tests were taken from the curriculum entitled, "Am I Normal". However, the curriculum for the project was a combination of concepts not necessarily represented in the pre/post tests. We know now that we would rewrite the pre/post tests to make them more applicable to the entire curriculum taught. We place more value on the anecdotal comments. We observed that students were not as focused on the pre/post tests and many appeared to not take them seriously. We would look at a different way of determining the effectiveness of our lesson.